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ABSTRACT

This art education guide, for use in grades 7-9, is one of a series of guides, K-12, which were developed by teachers to help introduce environmental education into the total curriculum. The guides are supplementary in design, containing a series of episodes (minilessons) that are designed to wake students to sights of beauty and harmony in their environment. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Although the same concepts are used throughout the K-12 program, emphasis is placed on different aspects of each concept at different subject areas. This guide focuses on aspects such as collage, enameled jewelry, and linear design. The 12 concepts are covered in one of the episodes contained in the guide. Further, each episode offers subject area integration, subject area activities, interdisciplinary activities, cognitive and affective behavioral objectives, and suggested references and resource materials useful to teachers and students. (Author/TK)



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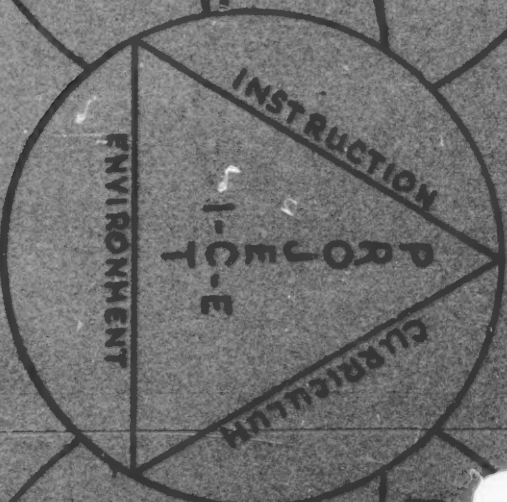


ED 100661

ENVIRONMENTAL EDUCATION

GUIDE

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ART 7-9

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P R O J E C T I - C - E
(Instruction-Curriculum-Environment)
1927 Main Street
Green Bay Wisconsin 54301
(414) 468-7464

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PROJECT STAFF

Robert Warplinski - Director
Robert Kellner Terrence Hess - Assistant Directors
George Howlett, Jr. - E. E. Specialist
Nancy Tlmm Lynn Kuehn - Secretaries

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Wisconsin Area "B" Regional Project
Serving All Schools in Cooperative Educational Service Agencies 3-8-9
Ludwig Petersen
Coordinator, C.E.S.A. #3

John F. David
Coordinator, C.E.S.A. #9
Project Administrator
Kenneth Poppy
Coordinator, C.E.S.A. #8

In 1969, the First Environmental Quality Education Act was proposed in the United States Congress. At the time of the introduction of that legislation, I stated:

"There is a dire need to improve the understanding by Americans of the ominous deterioration of the Nation's environment and the increasing threat of irreversible ecological catastrophe. We must all become stewards for the preservation of life on our resource-deficient planet."

In the three years since the Environmental Education Act was passed by the Congress, much has happened in the United States to reinforce the great need for effective environmental education for the Nation's young people. The intensive concern over adequate energy resources, the continuing degradation of our air and water, and the discussion over the economic costs of the war against pollution have all brought the question of the environmental quality of this nation to a concern not merely of aesthetics but of the survival of the human race.

The intense interest by the public in the quality of our lives

as affected by the environment clearly indicates that we cannot just use incentives and prescriptions to industry and other sources of pollution. That is necessary, but not sufficient."

The race between education and catastrophe can be won by education if we marshal our resources in a systematic manner and squarely confront the long-term approach to saving our environment through the process of education.

As the incessant conqueror of nature, we must reexamine our place and role. Our world is no longer an endless frontier. We constantly are feeling the backlash from many of our ill-conceived efforts to achieve progress.

Rachel Carson's theme of "reverence for life" is becoming less mystical and of more substance as our eyes are opened to much of the havoc we have wrought under the guise of progress. A strong commitment to an all-embracing program of environmental education will help us to find that new working definition of progress that is a pre-requisite to the continued presence of life on this planet.

- Senator Gaylord Nelson

ART PREFACE

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"A people without a religion of beauty inhabit a wasteland"

Herbert Read

Since the prehistoric cave paintings, artists have relied on Earth for a vast supply of natural resources-to create colors, forms, patterns, textures, and ideas. Earth has also inspired the artist to capture its beauty and to tap its natural principles of design in building and rebuilding cities. In short, the words "artist" and "environment" have long since been merged.

This booklet of episodes, based on twelve environment concepts, has teaching ideas for your use, adaptation, or inspiration. It is up to the teachers of art to wake up students to the sights of beauty and harmony around them, in the natural elements and living organisms that they use and enjoy, but which they must wisely conserve and protect. It is time to offset the negativism surrounding environmental problems by developing in students the power to shape and enjoy beauty - thru the arts.

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The interest and dedicated effort of the following teachers from Wisconsin Area "B" has led to the development of the Project I-C-E Environmental Education K-12 series:

D. C. Aderhold, Bonduel	John Cowling, Niagara	Robert Haen, Luxemburg-Casco
Joan Alioto, Denmark	James Curran, Green Bay	Donald Hale, Winneconne
Mary Anders, Winneconne	Sara Curtis, Green Bay	Lee Halberg, Appleton
Eugene Anderson, Peshigo	Nicholas Dal Santo, Pembine	Raymond Hammond, Hortonville
James Anderson, Green Bay	Judy DeGrave, W. DePere	Russ Hanseter, Seymour
John Anderson, Peshigo	Carol DeGroot, Ashwaubenon	Herbert Hardt, Gibraltar
Peggy Anderson, Green Bay	Duane Delorme, Green Bay	Emma Jean Harman, Sevastopol
Walter Anderson, Wausaukee	Ellen DePuydt, Gillett	Bill Harper, Lena
Angela Anthony, Gibraltar	John DeWan, Green Bay	Beth Hawkins, Xavier, Appleton
Dr. Harold Baeten, St. Norbert, DePere	Robert H. Dickinson, Oconto	Mike Hawkins, Xavier, Appleton
William Baggs, Shiocton	R. A. Dirks, Gillett	Terry Hecker, Marinette
Anthony Balistreri, Howard-Suamico	Robert Dix, St. Joe's Acad., G.B.	Gary Heil, Denmark
Lowell Baltz, Weyauwega	Dennis Dobrzanski, White Lake	Jerome Hennes, Little Chute
David Bartz, Sturgeon Bay	Darwin Eastman, Appleton	Robert Herz, St. James Luth., Shawano
Bonnie Beamer, Coleman	Linda Eiting, Appleton	Wendell Hillscopter, Weyauwega
Robert Becker, Fox Valley Luth., Appl.	Janet Ellinger, Ashwaubenon	Nannette Hoppe, Howard-Suamico
William Behring, Lourdes, Oshkosh	Phyllis Ellefson, Wash. Island	Joe Hucak, Pulaski
David Bell, Neenah	Raymond Emerich, Hortonville	Catherine Huppert, DePere
Marie Below, Clintonville	Mike Ercegovac, Winneconne	Gene Hurish, Green Bay
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Laura Berken, Oconto Falls	Billie Felchtinger, Green Bay	Sue Husting, Green Bay
Peter Biolo, W. DePere	Rev. Bruno Frigo, Abbot Penning's, DePere	Barbara Huth, Menasha
Carmella Blecha, Green Bay	Ann Fuhrmann, Marinette	Sr. Claudette Jeanguart, St. Charles,
Merlyn Blonde, Shawano	Raymond Gantenbein, Green Bay	Lena
Barbara Jean Bobrowitz, Green Bay	Dona Geeding, Menasha	Darrell Johnson, Hortonville
William Bohne, Kimberly	Armin Gerhardt, Appleton	Deanna Johnson, Denmark
Gallen Braun, Lena	Leroy Gerl, Oconto	Kathleen Jonen, Kaukauna
Joan Charnetski, Sevastopol	Jack Giachino, Seymour	Sr. Lois Jonet, Holy Angels, Appleton
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Kathryn Colburn, Algoma	Charles Gostas, Freedom	Kris Karpinen, W. DePere
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Willard Collins, Crivitz	Sr. Barbara Haase, St. Bernard, G.B.	Mary Chriss, Hortonville
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Ken Couillard, Hortonville	Robert J. Haglund, Green Bay	George Kreiling, Marinette

James Krenek, Coleman
Bernadine King, Neenah
Everett Klinzing, New London
Douglas Koch, Cath. Cent., Marinette
Frank Koehn, Resurrection, G.B.
Lynn Koehn, Pulaski
Jack Koivisto, Green Bay
Fred Krueger, Oshkosh
Fritz Krueger, Oshkosh
Jim Krueger, Winnecone
Ervin Kunesh, Marinette
St. Mary Alyce Lach, Cathedral, G.B.
Thomas LaFountain, Appleton
Steven P. Lapacz, Resurrection, G.B.
Mae Rose LaPointe, St. John High, L. Chute
Rosemarie Lauer, Hortonville
Kathleen LeBreck, Oconto
Robert Lee, Neenah
Don Leibelt, Green Bay
Phillip Lewicki, Gillett
Harold Lindhorst, St. Martin Luth., Clint.
Edward Linn, Appleton
John Little, Winnecone
Dennis Lord, Little Wolf
Ellen Lotz, W. Depere
Jean Lucier, Ashwaubenon
Judy Luedtke, St. Rose, Clintonville
Roy Lukes, Gibraltar
St. Anna Maar, St. Phillips, G. B.
James Maki, Sturgeon Bay
Doris Malcheski, Howard-Suamico
Donald Marsh, Bonduel
Joyce Mateju, Algoma
Mary Mathis, Denmark
Margaret McCambridge, White Lake
Judy McGown, Green Bay
Kathleen McMahon, Green Bay
Margaret McMahon, Little Chute
Rick Menard, Little Chute
Priscilla Mereness, Wrightstown
Robert Meyer, Neenah

Richard Minten, W. Depere
David Miskulin, Goodman
Wendell Mitchell, Green Bay
Sharon Moore, Pulaski
Gloria Morgan, Linsmeier, G.B.
Lyle Nahley, Green Bay
Arnold Neuzil, Shiocton
Jim Nuthals, Lourdes, Oshkosh
Dorothy O'Brien, Wausaukee
Mildred O'Connell, Green Bay
Don Olsen, Shawano
Neil Olsen, Pulaski
Jean Marie O'Malley, Green Bay
Terry Otto, St. John Luth., Suring
Carl Paquet, Denmark
Ed Patschke, Menasha
Arthur Paulson, Oconto Falls
David Paulus, Neenah
George Pederson, Southern Door
AnnMay Peters, Florence
Connie Petersen, St. Martin Luth., Clint.
Paul Plantico, Green Bay
Gene Ploetz, Kaukauna
Virginia Pomusl, White Lake
Willard Poupore, Little Chute
Marie Prochaska, Lena
Christine Proctor, Wausaukee
Rosemarie Rafath, Clintonville
Mark Reddel, St. Martin Luth., Clint.
Jack Rickaby, Hortonville
William Roberts, Sturgeon Bay
Gordon Rohloff, Oshkosh
Glady's Roland, Little Wolf
Ben Roloff, Howard-Suamico
Jack Rosenthal, Lourdes, Oshkosh
Kathryn Rowe, Appleton
Roger Roznowski, Southern Door
Mary Margaret Sauer, Menasha
Elmer Schabo, Niagara
Edwin Schaefer, Kaukauna
William Schaff, St. Joseph, Appleton

Arthur Schalk, Suring
Greg Schmitt, Cathedral, G.B.
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Dallas Werner, Kaukauna
Lila Wertsch, St. Margaret Mary, Neenah
Ruth Windmuller, Green Bay
Tom Weyers, Cathedral, Green Bay
James Wiza, Depere
Ralph Wohl, New London
Warren Wolf, Kimberly
Peggy Wolfgram, Pulaski

DIRECTIONS FOR USING THIS GUIDE

This guide contains a series of episodes (mini-lesson plans), each containing a number of suggested in and out of class learning activities. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Further, each episode offers subject area integration, multidisciplinary activities, where applicable, both cognitive and affective behavioral objectives and suggested reference and resource materials useful to the teacher and students.

1. This I-C-E guide is supplementary in design--it is not a complete course of study, nor is its arrangement sequential. You can teach environmentally within the context of your course of study or units by integrating the many ideas and activities suggested.
2. The suggested learning activities are departures from regular text or curriculum programs, while providing for skill development.

3. You decide when any concepts, objectives, activities and resources can conveniently be included in your unit.

4. All episodes can be adapted, modified, or expanded thereby providing great flexibility for any teaching situation.

5. While each grade level or subject area has its own topic or unit emphasis, inter-grade coordination or subject area articulation to avoid duplication and overlap is highly recommended for any school or district seeking effective implementation.

This total K-12 environmental education series is the product of 235 classroom teachers from Northeastern Wisconsin. They created, used, revised and edited these guides over a period of four years. To this first step in the 1,000 mile journey of human survival, we invite you to take the second step--by using this guide and by adding your own inspirations along the way.

PROJECT I-C-E TWELVE MAJOR ENVIRONMENTAL CONCEPTS

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1. The sun is the basic source of energy on earth. Transformation of sun energy to other energy forms (often begun by plant photosynthesis) provides food, fuel and power for life systems and machines.
2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.
3. Environmental factors are limiting on the numbers of organisms living within their influence. Thus, each ecosystem has a carrying capacity.
4. An adequate supply of clean water is essential to life.
5. An adequate supply of clean air is essential for life.
6. The distribution of natural resources and the interaction of physical environmental factors greatly affect the quality of life.
7. Factors such as facilitating transportation, economic conditions, population growth and increased leisure time influence changes in land use and population densities.
8. Cultural, economic, social, and political factors determine man's values and attitudes toward his environment.
9. Man has the ability to manage, manipulate and change his environment.
10. Short-term economic gains may produce long-term environmental losses.
11. Individual acts, duplicated or compounded, produce significant environmental alterations over time.
12. Each person must exercise stewardship of the earth for the benefit of mankind.

A "Concept Rationale" booklet and a slide/tape program "Man Needs His Environment" are available from the I-C-E RMC to more fully explain these concepts.

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SUGGESTED ART ACTIVITIES FOR OUTSIDE EXPERIENCES

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1. Draw impressions of noises with eyes closed
2. Field trips - drawing
3. Effect of light and shadow
4. Design elements--shapes, line textures
5. Texture studies
6. Line & repeat patterns (studies)
7. Architecture & building studies (bridge)
8. Landscaping problems
9. Tree stumps - design piece of furniture from particular stump
10. Perspective studies
11. Camouflage building (out of available elements.)
12. Time & motion studies (swings, playground equipment, etc.)
13. Colors of nature - variations of color in a familiar object
14. Draw objects from a different point of view
15. Photographic studies
16. Creative writing & dramatics

17. Detailed biological drawings
18. Microscopic drawings
19. Mathematics - architecture
20. Music & visual expressions - slide, music show.
21. Mobiles - using found objects.

WINTER - SEASONAL IDEAS

1. Snow sculptures
2. Snowflake patterns
3. Black & white (high contrast) photography
4. What's Happening Under The Snow (winter tree shapes)
5. Study ice formations
6. Contrast of winter colors
7. Tree sculptures (personifying)
8. Collage without harming environment
9. Angels in the snow or other man-made snow patterns
10. Leaves turning color in fall - unnatural colors for trees (could be used with a painting or color lesson)

Films - General

- Art and Perception: Learning to See, 16-3/4 min., color, elementary/Jr. Sr. high
- Art in Our World, 11 min., color, Jr. Sr. high
- Art Discovered in Nature, 11 min., color, primary/elementary
- Changing Art In a Changing World, 21 min., color, elementary/Jr. Sr. high
- Ideas for Art, 10 min., color, elementary
- Look At That!, 10 1/2 min., color, primary/elementary
- Sources of Art, 11 min., color, elementary/Jr. Sr. high
B. F. A. Educational Media, 2211 Michigan Avenue, Santa Monica, Calif. 90404.

May be available for rental from:

University of Wisconsin
Bureau of Audio-Visual Instruction
1327 University Avenue
Madison, Wisconsin 53701

- Books - General (to be used in conjunction with episodes)
A Dictionary of Art Terms and Techniques, Mayer Ralph, Thomas Y. Crowel Co., New York, 1969.
- The Art of Color and Design, Graves Maitland E., McGraw-Hill Book Co., New York,
- Mayer, Ralph, The Artist's Handbook of Materials and Techniques, 3rd ed., Viking Press, New York.
- Maurello S. Ralph, Commercial Art Techniques, Tudor Pub. Co., New York, 1952.
- Menesini, Mario M., The Environmental School, Educational Consulting Service, (Orinda, California, 1970.

Environmental:		Integrated with:	
CONCEPT NO.	1 Sun Energy	SUBJECT	Art
ORIENTATION	Artistic inspiration from the sun. TOPIC/UNIT Drawing		
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive:	In-Class:		Outside or Community:
Analyze staged effects of the sun on animate and inanimate objects to determine if the effects are lasting or short lived.	I. Student-Centered in class activity A. How does the sun change things? 1. Example: shape - color 2. Students should do a drawing in stages of a particular thing made by the sun. 3. Example: The melting of a snowflake, the wilting of a flower, the growth of a flower.		II. Outside Resource and Community Activities.
Affective:			
Acquaint himself with sequence in sun-centered activities.			
Skills Used: Drawing 1. Pencil 2. Charcoal 3. Oil pastels Water colors could be used as an alternate activity.			

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
---------------------	--

Publications:

Audio-Visual:

"Nature's Half Acre" #210
ICE-RMC

Community:

Environmental:

Integrated with:

CONCEPT NO. 1 EnergySUBJECT ArtORIENTATION Artistic inspiration from the sun. TOPIC/UNIT Collage

BEHAVIORAL OBJECTIVES

STUDENT-CENTERED LEARNING ACTIVITIES

Cognitive:

Organize his ideas and feelings about the sun, to produce a unique personal communication.

In-Class:

I. Student-Centered in class

A. activity

Collage using the theme:

"Sun is Happiness,"

Happiness is the Sun".

1. This montage could

be done on a sur-

face shaped like

their favorite

stylized sun.

B. Collage using the

theme:

"The Sun To Me Is..."

Outside or Community:

II. Outside Resource and

A. Community Activities

Each child should

notice the effects of

the sun at different

times during the day:

How it looks to them

and makes them feel.

A "Personal field trip."

Affective:

Willing express personal feelings concerning their relationship to the sun to others.

Skills Used:

Cut and paste
Aesthetically combine pictures on a page to make a communication

or
Use only colors and textures

(cont.)

SUGGESTED RESOURCES

Publications:

"Inside-outsides art" (collage),
J. C. Banks, Grade Teacher,
p. 106-107, March '70
"Aspects of collage",
W. Farnsworth, Arts & Activities,
p. 36-39, Feb. '72
"Mixed Media Collage", J. Comins,
School Arts, p. 10-11, Nov. '71
"Oops...its op!" (collage)
L. Dewynngaert, School Arts,
71:8 April '72
"Scrap-paper caper", S. Kropp,
Instructor, 81:73, May '72
Audio-Visual: (cont.)

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications: (cont.)

"Shattered Shapes", A. Guga
Arts & Activities, 71:22-4 April '72
"Art News", Kelly, Collage & color
O. Waldman bibliography, 70 44-7 D '71
"Graphics", fair game for the treasure seekers,
S. Ogden, House B 113:22 D '71
"New wrinkle in print making - a wrinkle print",
W. J. O'Donnell, Am. Artist, 35 52-3 N '71
"Just ink & print with fruit or vegetables", Sunset
147:152 N '71
"S. Gabliks Collages", L. Alloway,
214:604-5 May 8 '72

Community:

Environmental:

Integrated with:

CONCEPT NO. 1 Energy

SUBJECT Art

ORIENTATION Artistic inspiration from the Sun. TOPIC/UNIT Sculpture

BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Devise a plan to create an object which reproduces the characteristics of the sun.	In-Class:	Outside or Community:
	I. Student centered in class activity... A. Sun Machine 1. Students should plan and create, through construction techniques, a mark-up of a machine that could take the place of the sun. 2. The mark-up must theoretically move heat, light, etc. 3. Various media & size restrictions can be placed on the students.	II. Outside Resource and Community Activities. A. Science teacher could be used as a resource person, to suggest possible components for the sculpture.
Affective: Believes in the importance of the sun as the source of all energy and life.		
Skills Used: Various construction techniques, depending upon the media used		

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

"Creative Uses of Scrap Materials"
R. G. Lervie-School Arts,
p. 11, Feb. '70
"Invent a machine", M.A. Burke,
Arts & Activities, p.29, D. '69
"Sculpture can be fun", H.L.
School Arts, 70:28-9 Oct. '70
"Making it in 3-D", E. Stern,
School Arts, 71:10-13 0 '71

Audio-Visual:

Sun's Energy-16MM Film
BAVI #6949

Community:

Environmental:

Integrated with:

CONCEPT NO.

1 Energy

SUBJECT

Art

ORIENTATION

Artistic inspiration from the Sun. TOPIC/UNIT

Sculpture

BEHAVIORAL OBJECTIVES

Cognitive:

Create a sun sculpture from old newspapers which illustrates the visual characteristics of the sun.

In-Class:

I. Student-Centered in class activity.

A. Relief Sculpture

1. A "wad" of old newspaper or paper

stuffed discarded bag, can be used as

a base for the sculptural sun.

2.

Student creates shape & appendages of the sun with newspapers and discarded cardboard & attaches.

Outside or Community:

II. Outside Resource and Community Activities.

Before doing project, refer to Audio-Visual resources and viewing of the sun.

View stylized examples of the sun in advertising and magazines, and discuss.

Affective:

Conscious of visual characteristics of the sun by making a drawing or constructing a sculpture which includes these characteristics.

Propose the limitations of obtaining visual characteristics of the sun because of the danger and damage to the observer's eye.

Skills Used:

Possibly paper mache construction attaching 3-D pieces - Additive sculpture. Discussion.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
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Publications:

"Childrens Sculpture", J. W.
Burgner, School Arts,
71:42-4 0 171

Audio-Visual:

The Sun Itself:
Suns Energy-16MM Film
BAVI #6949

Community:

Environmental:

Integrated with:

CONCEPT NO. 1 Energy

SUBJECT Art

ORIENTATION Artistic inspiration from the sun. TOPIC/UNIT Sculpture

BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive:	In-Class:	Outside or Community:
Construct a sun dial of proper proportion and angles. Determine the time of the day by applying the principles of telling time using a sun dial.	I. Student-Centered in class activity. A. Construct a sundial. 1. Sundials could be built, of wood and paper mache. 2. It should be covered with a fiber-glass resin so it can be used outside. 3. This could be a permanent contribution to the school.	II. Outside Resource and Community Activities A. Students should make some studies of commercial sundials and how they are built and should also learn how to read a sundial so they understand the mechanics of it. B. Science and industrial arts teacher could be consulted on technical aspects.
Affective: Actively participate in an activity illustrating a function of the sun.		
Skills Used: Paper mache techniques, various construction techniques using 1. Wood 2. Nails, staples 3. Fiber-board 3-D designs		

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

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Publications:

"Paper mache bowls and boxes",
S. Grasezow, School Arts,
71:26 March, '72
"All the way with paper mache"
Arts & Activities, 68:10-12
Dec. '72

Audio-Visual:

Community:

Environmental:		Integrated with:	
CONCEPT NO.	1 Energy	SUBJECT	Art
ORIENTATION	Artistic inspiration from the sun. TOPIC/UNIT Stitchery, Mosaic, Paper Mache, Batik		
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Through the following projects the student transfers images of the sun to design for art projects.		In-Class:	Outside or Community:
		I. Student-Centered in class activity.	II. Outside Resource and Community Activities.
		A. Sun stitchery	A. Use student photographs/slides of the sun and its effects for introduction or stimulus.
		1. Students use creative stitchery techniques to make sun designs on burlap or felt.	B. Students can research the Aztec Indian Sun gods, or the ancient Egyptian Sun god, Ra. Unit could coincide with Social Studies class unit of ancient cultures.
		B. Tile mosaic	
		1. Use small tiles to create a mosaic, of the sun.	
		C. Paper mache' sun	
		1. Pizza cardboard could be used as a base form.	
		2. Students construct a facial structure with appendages.	
		D. Batik	
		1. Sun design done on fabric with melted wax.	
		2. Fabric is then dyed. Areas waxed will not receive dye.	
		3. Remove wax.	
Affective: Acquaint himself with a variety of ways in which the sun can be symbolized.			
Skills Used: Creative stitchery, Tile mosaic techniques, Batik techniques.			

SUGGESTED RESOURCES

Publications:

"Sunbursts and paper mache",
D. De La Rosa and D.D. Ebert,
School Arts, p. 6-7, June '71
"Batik as a painting technique",
A. G. Webb, 11., School Arts,
68:6-8 May '69
"Stencil and stitch", E. Malcolm,
Instructor, p. 84, Nov. '71
"At four and a half: Batik",
L. F. Turggs, Instructor,
81:77 April '72
"Batik with Cold Lyes", J. L.
Fonirille, School Arts, (cont.)

Audio-Visual:

Batik Redi-Sccovered, BAVI
Mosaics for Schools, B.F.A.
also BAVI

Community:

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications: (cont.)

71:60, March '72
"From Cover to Classroom; Batik",
D. Bloom, Instructor, 81:76
April '72
"Paper-Mache bowls and boxes",
S. Grasezow, School Arts,
71:26, March '72
"Add action to your paper mache",
E. Madsen, School Arts,
70:14-15 0 '70
"All the way with paper mache",
P.T. Danielson, Arts & Activities,
68:10-12 Dec. '72
"Mosaics: Tiles & Beans", Instructor,
79:93 June '70
"Torn Tissue Becomes Tradition",
School Arts, 70:19 Dec. '70
"Floor Tile Mosaics", School Arts
70:14-15 Jan. '71

Environmental:

Integrated with:

CONCEPT NO. 2 Ecosystem

SUBJECT Art

ORIENTATION Interaction of Art & Environment.

TOPIC/UNIT Sculpture

BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive:	In-Class:	Outside or Community:
Transform given parts of his environment into different forms which can either improve or not improve his environment and explain why.	I. Student-Centered in class activity. A. Creating a sculptural piece to promote the students' understanding of "Ecosystem". 1. Have students select one of the following (metal, ceramics, paper, plaster). Ask student to trace existence in the art room back to its origin - how many stages of transformation has the material been subjected to? How does this fit in to your understanding of an ecosystem? 2. Now the student will continue the process of transformation by carving or building a sculptural piece with his medium. Have the student evaluate how his 3. (cont.)	II. Outside Resource and Community Activities. A. Visit a foundry, potter's shop, paper mill, newspaper publisher, etc. (Become aware of familiar materials as they are made or used before entering the art room or how art affects one's environment after it is made.
Affective: Realizes that the artist manipulates his environment by stating that he is as part of its ecosystem.		
Value the role of familiar art materials in the total environment, by stating the loss to an environment by the resource materials used up in art materials.		
Skills Used: Modeling Carving Assemblage (fitting parts in an aesthetically pleasing way)		

SUGGESTED RESOURCES

Publications:

"Wood Sculpture About Ecology"
 School Arts, April, 1972, p. 34
 "Paper To Amaze", Instructor,
 81:73, April 1972.
 "Clay Is Fun", R.A. Yoder,
 School Arts, p. 20-21, October,
 1971.
 "Making It in 3-D" E. Stein,
 School Arts, 71:10-13, Oct. 1971
 "Free Form Sculpture", G. Phillips
 Art & Activities, 69:20, Feb.,
 1971.
 "Sculpture Can Be Fun," H. Lutjens,
Audio-Visual: (cont.)
 "Scrap of Paper and a Piece of
 String", film, Brown County
 Library

Community:

CONTINUED OR ADDED LEARNING ACTIVITIES

22

In-Class: (cont.)

finished sculpture will further affect his environment and the balance of the ecosystem he lives in. Has he created a sculpture which is useful? Aesthetic? For man's use or for nature's use. If it is for man's use, how might it affect animal or other natural parts of the environment as a result of man using it? Stimulate the students thinking with questions such as these.

Publications: (cont.)

School Arts, 70:28-9, Oct., 1970
 "Varieties of Plaster", R. E.
 Ciscell, Art & Activities, 69:18-20 April, 1971
 "Ecological Ceramic", C. Herpie,
 Art & Activities, 69:20-31, March, 1971
 "Ceramics-Rock Shaped Pieces",
 H.S. Thomas, Instructor, 79:89 June, 1970
 "It Just Happened-Clay Modeling",
 H.C. Warburton, Arts & Activities,
 69:22-4, March, 1971
 "Children's Sculpture", J.W. Burgner,
 School Arts, 71:42-4, October, 1971

Environmental:		Integrated with:	
CONCEPT NO. <u>2 Ecosystem</u>		SUBJECT <u>Art</u>	
ORIENTATION <u>Interaction of Art & Environment</u>		TOPIC/UNIT <u>Drawing - Chalk</u>	
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Illustrate his knowledge of forest life by drawing a picture showing the many natural forms which comprise a forest.	In-Class: I. Student-Centered in class activity. A. Chalk (pastel) drawing depicting the elements of a forest ecosystem. Such elements might be: Brush Growing trees Mature trees Dead trees Fallen trees Variety of tree species Animals Insects Water - creeks Sky Sunlight and shadows	Outside or Community: II. Outside Resource and Community Activities. A. Walk through forest or nature trail. B. Slides of wood lands, magazine pictures.	
Affective: Demonstrate awareness of the forest ecosystem.			
Skills Used: Use of chalk Ability to show proper forms of trees, animals Light, dark, perspective composition - asymmetrical, symmetrical.			

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

"Learning to see on a look walk",
G. J. Alkema, Arts and
Activities,
63:32-5 Jr. 1968

Audio-Visual:

"Environmental Awareness - Forest",
ICE-RMC, Kit 16
One Day at Teton Marsh, ICE-RMC,
Film 200
Ecology-The Game of Man and
Nature,
ICE-RMC, Game No. 2

Community:

Environmental:

Integrated with:

CONCEPT NO. 2 Ecosystem

SUBJECT Art

ORIENTATION Interaction of Art & Environment

TOPIC/UNIT Drawing - India Ink

BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive:	In-Class:	Outside or Community:
Realistically depict parts (or the entirety) of a plant, i.e. dandelion, in various stages of its life cycle--leaves, bud, flower, flower as it withers, seeds, petals etc.	A. India Ink drawings of various stages in the life of a flower, dandelion or any easily accessible plant (discussion of life cycles.) B. The student will also draw various parts of the flower or plant (stem, leaves, root, petals, seeds, etc.) (Discussion of functions of the parts.) C. Possible expansion of this activity would be to complete a notebook of drawings depicting flowers found at the schoolyard, at the student's home, or in his community.	A. Botanist as a guest speaker or tour guide through garden, field, or forest, nature center.
Affective:		
Demonstrate awareness of the plant's appearance in various stages of its growth, by identifying each of the stages. Demonstrate awareness of the functions of parts of most higher level plants by stating whether a given plant can attract insects, produce (cont.		
Skills Used: Use and care of pen and nibs or brushes Use of India ink to create various linear effects Develop manual skills of using the materials. (cont.)		

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
<u>Publications:</u> "Drawing with Mixed Media" M.B. Bowman, School Arts, 71:14-15 November, 1971 <u>Audio-Visual:</u> "Natures Half Acre" #210 ICE-RMC	<u>Affective:</u> (cont.) seeds etc. <u>Skills Used:</u> (cont.) Develop mental & physical ability to depict recognizably what one sees--employs ability to produce 3-D on 2-D paper surface.
<u>Community:</u> walk along nature trails, botanical gardens or other areas in which plants are growing in abundance.	

Environmental:		Integrated with:	
CONCEPT NO. <u>3 Carrying Capacity</u>		SUBJECT <u>Art</u>	
ORIENTATION <u>Elements of Limitation in Art.</u>		TOPIC/UNIT <u>Design</u>	
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive:	In-Class:		
Analyze the statement "The carrying capacity and the maximum population of plants and animals do not have cause effect relationship."	I. Student-Centered in class activity. A. Have students do two contrasting designs. 1. Give them a very limited space and unrestricted content. 2. Give them unlimited space and restricted content.		
Affective:	Outside or Community:		
Attempts to identify special relationships found in his environments.	II. Outside Resource and Community Activities. A. Invite a local city planner to explain planning in relation to the available space of the city. B. An architect might be questioned on design for human living in high density area.		
Skills Used: Design Space relationships Various uses of medias			

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

"The Art of--color and Design",
2nd ed. McGraw-Hill Book Co.
New York and London, 1951
"Increased awareness of our
environment; Map Project"
M. F. Wright, School Arts,
p. 36-7 March '72

Audio-Visual:

Community:

Environmental:

Integrated with:

CONCEPT NO. 3 Carrying Capacity

SUBJECT Art

ORIENTATION Effects of Limitation on Art.

TOPIC/UNIT Linear Design

BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Design a linear composition according to an available resource.	In-Class: I. Student Centered in class activity: A. Give each student a sheet (sizes can vary) of colored paper. (use many colors) Using strips of varying size from magazine pages, arrange a pleasing linear design. Strips of magazine photos can be cut on paper cutter. Students can be given a certain (teacher can determine) number on amount of strips. Design compositions can consider: Positive & negative space, shape, size, color.	Outside or Community: II. Outside Resource and Community Activities.	
Affective: Comply with defined resource limitation in making an art project.			
Skills Used: Arrangement of shape and color in composition. Composition: Symmetrical and Asymmetrical, could relate to Cubism through use of shapes, positive and negative space.			

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SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

30

Publications:

"Right On" Sylvia Diamond, 40
School Arts, April '72 p. 40
"Going for a walk with a line"
by Douglas & Elizabeth Mac Agy

Audio-Visual:

Cubism Vol. 6 #31965
30 Artist Jr. Magazines.
Teachers manual
ICE-RMC
Fine Arts Publications 209

Community:

Environmental:		Integrated with:	
CONCEPT NO.	3 Carrying Capacity	SUBJECT	Art
ORIENTATION	Effects of limitation on Art.	TOPIC/UNIT	Sculpture - Found & Scrap items
BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES		
Cognitive: Devises a solution to the problem of aesthetically arranging given objects and shapes within a limited space by limiting the amount or number of objects put into the space.	In-Class:	Outside or Community:	
Affective: Willing to adjust or adapt amounts or numbers of items to be put into a limited area.	I. Student centered in class activity. A. Students are to bring or be provided with a box or box cover about shoe or cigar box size, A large box of "found" or scrap items both natural or man-made, will be their source for items to arrange as a belief. Sculpture in a pleasing and balanced manner in their own box or cover. Children can bring items to "pool" or a 10 min. field trip on school grounds could yield some materials. Scrap materials can be glued into place. Entire sculpture can be spray painted or left in natural colors.		
Skills Used: Basic relief sculpture using different found and scrap material. (i.e. card board scraps, old keys, bottle caps, twigs, composition in sculpture)			

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
<u>Publications:</u> "Invent a Machine", M.A. Burke, <u>Arts and Activities</u>, p. 29, December, 1969 "Creative Use of Scrap Materials" R. G. Lerview, <u>School Arts</u>, 69:11, February, 1970 "Children's Sculpture", J. W. Burgner, <u>School Arts</u>, 71:42-4, October, 1971 "Making it in 3-D", E. Stein, <u>School Arts</u>, 71:10-13, Oct. 1971 <u>Audio-Visual:</u>	

Community:

Environmental:		Integrated with:	
CONCEPT NO. <u>3 Carrying Capacity</u>		SUBJECT <u>Art</u>	
ORIENTATION <u>Effects a limitation on Art</u>		TOPIC/UNIT <u>Composition</u>	
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Demonstrate difference between good and bad composition in pictures by using 2 or more examples.		In-Class: I. Student-Centered in class activity A. Discuss balanced composition 1. Show two pictures. One of a balanced composition and one of an unbalanced composition. Ask the students which looks balanced & which looks unbalanced. 2. Discuss: a. What makes a picture look balanced? b. Can you have a balanced picture with just one object?	Outside or Community: II. Outside Resource and Community Activities A. Invite a photographer to explain composition in photography.
Affective: Appreciate aesthetics of good composition by stating a preference for one picture over another because of it having a more balanced composition. Appreciate aesthetics in nature by stating a preference for a balanced environment over an unbalanced.			
Skills Used: Discussion skills Composition principles			

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

34

Publications:

"Learning to see on a looking walk", C. J. Alkema, il. Arts and Activities, 63:32-5, June, 1968

"Magic Cardboard Window" frames. Help children see pictures before they draw, S. M. Larue, il. Arts and Activities, 64:19-20, September, 1968

Audio-Visual:

Discovering Composition in Art, B.F.A. BAVI

Composition
Vol. 5 No. 41963
FA 104 ICE-RMC

Community:

Environmental:		Integrated with:	
CONCEPT NO.	3 Carrying Capacity	SUBJECT	Art
ORIENTATION	Effects of Limitation on Art	TOPIC/UNIT	Drawing, Paper mache, Photography
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Analyze the unpleasant aesthetic effect resulting from overuse of the environment as being necessary in order to allow the population to continue living at its present standard of living.		In-Class:	Outside or Community:
		I. Student-Centered in class activity A. Personify billboards, houses, etc. in drawings and through paper mache or cut paper figures. B. Photograph areas in Society's ways of dealing with waste (i.e. used car dumps) & arrange final prints separately or in collage.	II. Outside Resource and Community Activities A. Take a field trip to look at billboards and houses that are alike. B. View car "graveyards" or even the amount of garbage piled up at curbs for collection.
Affective: Form judgments directed toward overuse in our society on his own.			
Skills Used: Personification Drawing Paper mache Cut paper problems Photography			

SUGGESTED RESOURCES

Publications:

"Paper Mache Bowls & Boxes", S. Grasezow, School Arts, 41:26, March, 1972
 "Scrap Paper Caper", S. Kropa, Instructor, 81:73, May, 1972
 "Architecture for Young Beginners", J. Bodor, Il. Arts and Activities, 64:10-15, October, 1968
Our Man Made Environment, Book 7, ICE-RMC
 "Environment: Children Explore Their School, their community, their values", C.E. Knapp, (cont.)

Audio-Visual:

"People of a City", Film, Public library
Garbage, film ICE-RMC

Community:

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications: (cont.)

Instructor, 81:62-4, January 1962-February 1972.
 "Papercrafts and Mobiles" R. Perlmutter, Teaching Exceptional Children, p. 134-41, Spring, 1972
 "Create Creativity; Designing a Victorian House using Balsa Wood,"
 R. Guthrie, School Arts, p. 28-30, September, 1971
 "Add action to your paper mache", School Arts, 70:14-15, October, 1970
Torn Tissue Becomes Tradition, School Arts, 70:19, December 1970

Environmental:		Integrated with:	
CONCEPT NO.	4 Clear Water	SUBJECT	Art
ORIENTATION	Artistic inspiration from water	TOPIC/UNIT	Drawing--textural pen
BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES		
Cognitive: Analyze "Water is insignificant as a holder of many natural objects having a variety of textures because its action wears things smooth".	In-Class: I. Student centered in class activity: A. Study shore area. 1. Children should choose an area of about 4 inches square and draw the area in detailed textural pen drawings. Area can be of one object or many. Objects in area chosen should be natural objects found in or near water having interesting textures of their own or textures caused by water. One object of interest could also be brought back to classroom to draw instead, to study texture more closely.	Outside or Community: II. Outside Resource and Community. Field trip to any nearby water of body,	
Affective: Alert to the beauty of natural objects like shells, stones, wood and their texture through close observation and identification of things of beauty within his environment.			
Skills Used:			

SUGGESTED RESOURCES

Publications:

"Face up with Texture - Mask
 Designs" C.C. Albrutz, Instructor
 80:116
 "Inside, Outside Art (collage)"
 J.C. Banks, Grade Teacher, 1970,
 87:106-7, March, 1970

Audio-Visual:

The Aquarium: Classroom Science,
B.F.A. BAVI

Community:

CONTINUED OR ADDED LEARNING ACTIVITIES

Environmental:

Integrated with:

BEST COPY AVAILABLE

CONCEPT NO. 4 Clean WaterSUBJECT ArtORIENTATION Artistic inspiration from waterTOPIC/UNIT Painting - water color

BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive:	Construct a visual form, i.e. painting, in which the audio impression of a body of water is transformed into the visual form.	In-Class:	Outside or Community:
		I. Student-Centered in class activity A. Illustrate audio impressions of the sea. 1. Listen to records such as: <u>Ebb Tide, The Sea</u> 2. Guide the student to draw what they hear.	II. Outside Resource and Community Activities A. Take a walk to a body of water; listen to the sounds of the water's movement. B. Discuss their impressions of the water as to what they hear. C. Watch slides or filmstrips on <u>The Sea</u> .
Affective:	Aware of water's interaction on the senses, by describing different moods that are suggested by the characteristics of the body of water, i.e. calm, anger, etc.		
Skills Used:	Use of color (water colors) Awareness Illustration		

SUGGESTED RESOURCES

Publications:

Audio-Visual:

Records: Ebb Tide
The Sea

Community:

CONTINUED OR ADDED LEARNING ACTIVITIES

Environmental:		Integrated with:	
CONCEPT NO.	4 Clean Water	SUBJECT	Art
ORIENTATION	Artistic inspiration from water	TOPIC/UNIT	Sculpture - Carving
BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES		
Cognitive: Illustrate the effect of deprivation of water upon a living thing.	In-Class:	Outside or Community:	
	I. Student-Centered in class activity A. An apple could be peeled and carved to look like a human face, Dip the apple in vinegar and salt, and watch the effect of the solution on it. The face could be allowed to dry out and be used to make an apple doll. B. The same technique could be used to carve an apple into other items, or a potato could be used for the activity in place of the apple.	II. Outside Resource and Community Activities A. Invite an apple-doll maker into demonstrate their craft.	
Affective: Value importance of water for living things by trying to conserve it in this everyday usage, i.e. drinking, washing, etc.			
Skills Used:			

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Audio-Visual:

Films:

Waters Around Us

Water for Farm and City

Both available from BAVI

Community:

Environmental:

CONCEPT NO. 5 Clean Air

Integrated with:

SUBJECT Art

BEST COPY AVAILABLE

ORIENTATION Artistic Inspiration from Air

TOPIC/UNIT Mask for polluted air

BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Predict the consequences of limited air supply for plants and animals. Construct an object representing one of the adaptations that man will use in his adaptation to a limited air (oxygen) supply.	In-Class:	Outside or Community:	
	I. Student-Centered in class activity A. Discuss what will eventually happen if the air becomes so polluted we can't breathe. 1. How will man have to adapt? 2. Will he use his technical ability to help him adapt? B. Construct a paper mache head mask that man may have to devise to help him survive in a polluted environment. Mask could be painted with tempera paint.	II. Outside Resource and Community Activities A. Find an extremely polluted area. Get student reaction to the smell and effect on one's eyes and throat. 1. Through group discussion 2. Through use of any art medium.	
Affective: Assumes the responsibility for creating a solution for reducing polluted air that is present in a given community.			
Skills Used: Discussion Construction Paper mache Tempera painting technique			

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SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
<u>Publications:</u> "Paper Mache Bowls & Boxes", S. Grasezow, <u>School Arts</u>, 71:26 March, 1972. "Pie Plate Masks", M. Shaw, <u>Arts & Activities</u>, p. 30-32, Sept. 1970 "Paper Bag Figures", J. Heath, <u>School Arts</u>, p. 48, April, 1972 "Mask Making for Minors", B.G. Oettel, <u>School Arts</u>, 68:24-5, November, 1968 "Add Action to Your Paper mache", <u>Audio-Visual</u>: (cont.) <u>Smog--The Air Pollution Game</u>, SG 1, ICE-RMC <u>Masks</u>, B.F.A. BAVI	<u>Publications:</u> (cont.) E. Madsen, <u>School Arts</u>, 70:14-15, October, 1970 "All the Way with Paper Mache", P.T. Danielson, <u>Arts & Activities</u>, 68:10-12, December, 1972 "Masks and Mask Makers", Kari Hunt.
<u>Community:</u>	

Environmental:

CONCEPT NO. 5 Clean Air

Integrated with:

SUBJECT Art

ORIENTATION Artistic inspiration form air

TOPIC/UNIT Painting

BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive:	In-Class:	Outside or Community:
Illustrate that air pollution can affect color of natural objects.	I. Student-Centered in class activity A. Discuss what effects light has on color in our environment. 1. Does polluted air change light intensity? 2. Discuss the theory of the impressionists. B. Do an impressionistic painting of an environmental concern.	II. Outside Resource and Community Activities A. Student research and report on impressionistic paintings & include examples that deal with pollution of air, or could allude to such air pollution.
Affective: Characteristics of impressionistic painting.		
Skills Used: Discussion Painting Impressionism - what is it.		

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

46

Publications:

"Impressionism", 30 Artist Jr.
Magazines, ICE-RMC
A Dictionary of Art Terms &
Techniques: Mayer, Ralph,
Thomas Y. Crowel Co., New York,
1969
Graves, Maitlande, The Art of
Color and Design, McGraw Hill
Book Co.,
New York & London, 1965

Audio-Visual:

Film:
Impressionism, B.F.A. BAVI
Game:
Smog - The Air Pollution Game
ICE-RMC

Community:

Environmental:

CONCEPT NO. 5 Clean Air

ORIENTATION Artistic inspiration from air

Integrated with:

SUBJECT Art

TOPIC/UNIT Photo - Montage

BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive:	In-Class:	Outside or Community:
Construct a photo-montage that will illustrate examples of causes of air pollution.	I. Student-Centered in class activity A. Discuss what pollutes the air. B. Make a photo-montage to illustrate these things. Photos can be taken from newspapers or old magazines.	II. Outside Resource and Community activities A. Collect pictures of objects that pollute the air, or pictures that show pollution in the air.
Affective:		
Deliberately examines a variety of air pollutants and their causes or sources within the community.		
Skills Used: Discussion Collecting Constructing		

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

48

Publications:

"Photomontage: The juxtaposing of images", D. Cyr, Arts & Activities p. 26-29, Jan. '70
 "Handmade slides: Whetstone for perceptual acuity", E. Scott, Arts & Activities, p. 30-31 April '72

Audio-Visual:

Simulation Game:
Smog - The Air Pollution Game,
 ICE-RMC

Community:

Environmental:

CONCEPT NO. 5 Clean Air

Integrated with:

SUBJECT Art

BEST COPY AVAILABLE

ORIENTATION Artistic inspiration from Air

TOPIC/UNIT Painting tempera value study

BEHAVIORAL OBJECTIVES

Cognitive:

Differentiate between light and dark colors.

Explain how colors may be made lighter or darker and how air pollution can change the color intensity.

In-Class:

I. Student-Centered in class activity

A. Discuss what makes a color dull.

B. Paint a value scale showing what effect black has on a color.

C. What effect white has on a color.

D. Paint a 5 step value scale by mixing black and white together in varying amounts of each. The scale should extend from light gray to nearly black. Besides using values of gray in paintings, the Ringlemann Smoke Chart utilizes a gray value scale.

Outside or Community:

II. Outside Resource and Community Activities

A. Students could react to the degrees of grey in the sky.

B. Ringlemann Smoke Chart measures the thickness of the smoke coming from smokestacks as related to the degree of pollution.

Affective:

Investigates the effect on intensity of the colors within his community by trying to identify the most dominant air pollutant.

Skills Used:
Painting-Tempera
Discussion
Reading & using the
Ringlemann Smoke Chart

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Ringleman Stroke Charts
Available from:
University Extension Offices
in Wisconsin

or

Environmental Protection Agency
Office of Public Affairs
1 North Wacker Drive
Chicago, Ill. 60603

or

The Tuberculosis Institute of
Chicago & Cook County
1440 N. Washington Blvd.
(cont.)

Audio-Visual:

(cont.)

Environmental Awareness - Color

ICE-RMC

Discovering Color, B.F.A. BAVI

Simulation Game:

Smog - The Air Pollution Game

ICE-RMC

Publications: (CONT.)

Chicago, Ill. 60607

or

National Tuberculosis and
Respiratory Disease Association
1740 Broadway
NY, NY 10019

Community:

Environmental:

CONCEPT NO. 6 Natural Resources

Integrated with:

SUBJECT Art

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ORIENTATION Artistic inspiration through
Natural resources affects the quality of life

TOPIC/UNIT Drawing - Charcoal

BEHAVIORAL OBJECTIVES

STUDENT-CENTERED LEARNING ACTIVITIES

Cognitive:

Do a charcoal drawing of a tree which will include all of its observable characteristics.

In-Class:

Outside or Community:

A. Before starting lesson, have students draw a tree to be compared with their fully sensed tree. To establish a sensitivity between a child and his environment, in this case a tree, one must include tree essential senses, visual, auditory and sense.

A. Science teacher may want to dovetail art in other plant, animal or physical studies.

Affective:

Sensitive to visual characteristics of trees by composing a list of observed characteristics.

1. Establish what is known about the subject.
 - a. What colors are trees?
 - b. How many shapes of leaves can you think of?
 - c. What sounds do leaves make?
 - d. How many types or textures of bark can you think of?
 2. Let students examine actual trees.
 3. Discuss and list these on a chart.
- Ask some (cont.)

Skills Used:
Basic charcoal drawing techniques.

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

52

Publications:

"A Tree is A Tree", Arts & Activities, Oct. '71
"Art interprets nature", Arts & Activities, April '71
"Blow up", School Arts, Nov. '69

In-Class: (cont.)

- B. questions as before to see if students have made some visual discoveries.
 4. Now draw a tree.
- This basic sensory approach could be used with any subject you might want your students to become familiar with.

Audio-Visual:

Community:

Environmental:		Integrated with:	
CONCEPT NO.	6 Natural Resources	SUBJECT	Art
ORIENTATION	Artistic inspiration through natural resources affects the quality of life.		
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Create a pleasing piece of body ornamentation having good color and shape relations.	In-Class:	Outside or Community:	
	I. Student Centered in class activity. A. Show and discuss the color and shape film-strip, "The Art of Seeing". Have the students brainstorm for 15 minutes about all the colors and shapes they see in the classroom. B. Discuss use of natural materials in jewelry design. 1. Demonstrate basic enameling skills. 2. Have students design and execute a piece of body ornamentation (necklace, ring, bracelet, broach, cufflinks, etc.) utilizing both wood and copper in the design. 3. Discuss what determines the cost of materials used in jewelry.	II. Outside Resource and Community Activities A. Invite a jeweler in to demonstrate some phase of his craft. B. Encourage students to attend art fairs and ask artist--exhibiting, questions concerning their work.	
Affective: Acquaint himself with use and availability of natural materials for jewelry design.			
Skills Used: Basic metal and wood working and enameling techniques. Basic color statements. The use of the four basic shapes in design.			

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

"Copper foil jewelry", School Arts, Jan. '72
"Electronic foil jewelry", School Arts, Jan. '72
"Paper beads and suede lace", Arts and Activities, Feb. '70
"Jewelry to shoot for", School Arts, Jan. '70
"Sew your seeds", Arts & Activities, Sept. '70

Audio-Visual:

The Art of Seeing (Shapes), Color, Warren Schloat Pro. Inc.

Community:

Environmental:

Integrated with:

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CONCEPT NO. 6 Natural Resources

SUBJECT

Art

ORIENTATION

Artistic Inspiration through
natural resources affects the quality of life.

TOPIC/UNIT

Macrame

BEHAVIORAL OBJECTIVES

STUDENT-CENTERED LEARNING ACTIVITIES

Cognitive:

Design & complete an item of decoration or clothing in macrame knots using natural, not man made materials.

In-Class:

I. Student-Centered in class activity

A. Discuss the movement of rebirth of "returning to nature" and the use of natural, simple materials in one's life because of the complex artificial world we now live in.

B. View slides or film strips of macrame to show possible ideas, and slides of areas in nature that offer design ideas (i.e. spiderwebs, flow of woodgrain, crossing tree branches).

C. Practice knots & learn macrame processes.

D. Work on design plans. Plan may include use of found object.

E. Work on project (If weather permits - can be worked out doors.)

Outside or Community:

II. Outside Resource and Community Activities

A. Have a "back to nature" style person come in and speak to your class.
Ex. Naturalist, camp director, natural resource specialist, botanist, etc.
B. Invite a macrame artist or weaver to speak & show examples.

Affective:

To show awareness of aesthetic qualities by the designing an object suitable for using macrame knots, using materials from nature.

Skills Used:

Basic knots and processes of working in macrame.

Designing for macrame possibility of incorporating natural "found objects" with macrame

(cont)

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

56

Publications:

Meilach, Donaz, Macrame' Creative Design In Knotting, New York Crown Pub. Co.
 "Macrame made mod", Arts & Activities, June '71
 "Jr. High Macrame' makers"
 M.T. Thomas, Design, 73:32-3 Spring '72.

Skills Used: (cont.)

or other found objects.

Audio-Visual:

Community:

Environmental:

CONCEPT NO. 6 Natural Resources

Integrated with: SUBJECT

Art

ORIENTATION

Artistic Inspiration through natural resources affects the quality of life.

TOPIC/UNIT Sculpture

BEHAVIORAL OBJECTIVES

Cognitive:

Create an abstract sculpture which combines the natural free form shape of branches and paper mache.

In-Class:

I. Student-Centered in class activity

A. Discuss modern sculpture.

1. Show filmstrip listed on back.
2. Take questions from there to lead off discussion.

B. Demonstrate, and discuss paper mache techniques.

1. Each student is to bring in a fallen tree branch which is fastened to a base, either nailed or set in a can filled with sand.

2. Using the learned paper mache techniques, create a new shape from the tree branch.

3. To finish the sculpture, paint it anywhere from one solid color to multi-hued effect.
(cont.)

Affective:

Show awareness of the necessity to adjust the goals of a project to succeed within the framework of the resources available by modifying his project goals to incorporate available resources.

Accept the fact that plans for renewing natural resources must be modified because (cont.)

Skills Used:

Learn basic paper mache.

STUDENT-CENTERED LEARNING ACTIVITIES

Outside or Community.

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SUGGESTED RESOURCES

CONTINUED OR-ADDED LEARNING ACTIVITIES

58

Publications:

"Branch Out", Art & Activities,
April '70

Affective: (cont.)

of lack of resources (money or time) just as his art
project had to modified due to lack of certain re-
sources.

In-Class: (Cont.)

- C. Form paper mache masks.
- D. Pose questions: in a global review, what kinds of
locally available materials dictate sculptural dif-
ferences between people?

Audio-Visual:

Understanding Modern Sculpture,
Parts I & II, Educational Dimen-
sions, Inc.

Community:

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Environmental:

Integrated with:

CONCEPT NO. 7 Land Use

SUBJECT Art

ORIENTATION Art as inspired through land use

TOPIC/UNIT Sculpture-Cardboard

BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive:	Describe and explain reasons for at least five physical or emotional problems that will occur as a result of an increase in automobile density	In-Class:	Outside or Community:
Affective:	Demonstrate his awareness of traffic density through the completion of his table model study of traffic in their neighborhood. Speculate on possible future problems due to: a. Independent nature of people b. Desire for rapid transit c. Increasing population	A. Student will construct cars, then arrange them in a limited space to suggest density of a particular neighborhood (real or imaginary). Students will then add extra cars for families having two cars. (Density again being noted.) Again, cars will be added to represent three car families, visitors or additional two car families. B. The students will be expected to consider what (if any) physical or emotional problems and inconveniences will result from increasing numbers of cars in a given area. 1. Danger of accidents 2. Lack of space 3. Fear of accidents 4. Exhaust pollution 5. Noise pollution 6. Vandalism 7. Theft, etc.	A. State Dept. of Motor Vehicles - statistics on the of 1, 2, and 3 vehicle families. B. Walk through a neighborhood to gather statistics on the number of vehicles and where they are stored--drive-ways, garages, on the street, etc.
Skills Used:			

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SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

60

Publications:

"Box Sculpture", D. Hills, Arts & Activities, p. 42, May '70

Audio-Visual:

Film:

City: Cars or People? BAVI
Designing With Everyday Materials:
Corrugated Paper, B.F.A. BAVI

Community:

Cardboard may be available at
 local packaging companies, i.e.
 Green Bay Packaging

Environmental:		Integrated with:	
CONCEPT NO.	7 Land Use	SUBJECT	Art
ORIENTATION	Art as inspired through land use	TOPIC/UNIT	Design - 2 Dimensional
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive:		In-Class:	Outside or Community:
Create several art forms with aesthetically pleasing visual aspects by using highway traffic patterns and signs as inspiration.		I. Student - centered in class A. Student activity 1. Interpreting designs of highway patterns in various art forms. 2. The student will select a highway interchange pattern such as a "cloverleaf" as seen on a highway map and create a design capable of being used in a 2-D art project. "Mirroring" designs, repeating the pattern or a portion of it, and varying the patterns size can be employed. 3. The student will select a highway sign or number of signs that are aesthetically pleasing to him, and create a design. (cont.)	II. Outside Resource and Community Activities. A. Field trip to view highway interchanges. B. Highway construction engineer or worker as guest speaker to explain how highways are planned and what problems are overcome by various types of interchanges. C. Use Ice field activity guide, "Billboards and Signs" (ICE-RMC)
Affective:			
Defend the value of good, clear, attractive traffic patterns and signs for relaying both smooth flowing traffic to destinations, and necessary information.			
Skills Used:			
Ability to enlarge images Negative & positive space in designs. Skills connected with media chosen.			

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

62

Publications:

Highway maps
 "Vary the pace with lano lace",
 J. Lyen, Arts & Activities,
 71:14-16, April '72
 "Creative photography without film",
 Richard Latta, Design, p. 28-9
 Summer '72
 "String printing on tissue Collage",
 Arts & Activities, 68:36-7 Dec. '70
 "Scrap paper caper", S. Kropa,
 Instructor, 81:13 May '72
 "Winter Sports Festival - paper
 tearing activity", (cont.)

Audio-Visual:

Hailstones & Halibut Bones
 Little Blue & Little Yellow
 Scrap of Paper & a Piece of
 String
 What is a Painting
 (All films available from Brown
 County Library, Green Bay)
 Slides or films of highways
 (aerial views)

Community:

In-Class: (cont.)

The designs can be altered by varying size, direction, or
 repeating elements taken from the sign or signs used.

Discuss such questions as:

1. Why are some traffic signs more attractive than others?
2. Why are some traffic signs clearer in meaning than
 others?
3. What elements in a traffic road pattern can create areas
 of confusion or congestion?
4. What elements in a traffic, pattern can create smooth
 flowing traffic areas?

Publications: (cont.)

M.M. Miner, Instructor, 80:48 Feb. '71
 Mayer, Ralph, The Artist's Handbook of Materials and Techniques,
 3rd ed., Viking Press, New York, 1970.

Environmental:		Integrated with:	
CONCEPT NO. <u>7 Land Use</u>	SUBJECT <u>Art</u>		
ORIENTATION <u>Art as inspired through Land use</u>	TOPIC/UNIT <u>Poster Design</u>		
BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES		
Cognitive:	In-Class:	Outside or Community:	
Illustrate one environmental problem for concept 7 in a well designed poster that translates the problem into a communicable message, using both drawing and written words or slogan.	I. Student-Centered in class activity. A. Discuss problems involved in concept 7 and have children verbally illustrate some of their impressions. 1. Transportation 2. Economic conditions 3. Population growth 4. Increased leisure time B. Students will create a poster to illustrate their concern and understanding over one of the environmental problems posed in concept 7.	II. Outside Resource and Community Activities A. Exhibit posters in public place when completed by arrangement with banks, stores, or other office buildings.	
Affective:			
Desire to develop the favorable attitude of others toward the idea that man controls his activity which in turn controls the environment, through the use of posters.			
Skills Used:			
Composition and layout of poster design. Painting, drawing Collage skills Plan slogan for posters.			

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

"Paper Mache bowls and boxes",
S. Grasezow, School Arts,
71:26 March, '72
"Color combinations made exciting,"
K.G. Kite, Arts & Activities,
p. 24-26, Feb. '72
Brinkley, Joh, Lettering Today,
Reinhold Pub. Co., New York, 1961
Maurello, S. Ralph, Commercial
Art Techniques, 3rd ed., Viking
Press, New York, 1970
The Poster, Art Education, Inc.

Audio-Visual:

Poster, B.F.A. BAVI

Community:

Environmental:		Integrated with:	
CONCEPT NO. 8 Values and Attitudes		SUBJECT Art	
ORIENTATION Art reflects values & attitudes		TOPIC/UNIT Photography and composition	
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Identify the relationship between cultural, economic, social and political factors and man's values and attitudes toward his environment by creating an exhibit.		In-Class:	
Affective: Shows an awareness of the aesthetic factors in a community setting and everyday things by identifying these factors in his community.		Outside or Community:	
Skills Used: Photography and Composition techniques.		I. Student-Centered in class activity	
		A. Students will create a traveling exhibit depicting the culture of their neighborhood.	
		1. Photography aesthetic facades on buildings or houses.	
		2. Collect things and photographs that show the cultural, economic, social and/or political state of a particular neighborhood.	
		3. Assemble these in an exhibit to show how they indicate man's values and his attitudes towards his environment.	
		4. Examples:	
		a. Types of cars driven.	
		b. Types of houses	
		c. Do they have sidewalks?	
		d. What kind of roads? (cont.)	
		II. Outside Resource and Community Activities	
		A. Students should research culture of the past through their local museum or historical society.	

SUGGESTED RESOURCES

Publications:

"Environment: Children explore their school, their community, their values", C. Knapp, Instructor, 81:62-4 Jan. '62
 F 172
 110 Ph Photography for Kids
 ICE-RMC

CONTINUED OR ADDED LEARNING ACTIVITIES

In-Class: (cont.)

- e. Shopping center?
- f. Playgrounds?
- g. Parts?
- h. Public or community buildings.

Audio-Visual:

Community:

Environmental: CONCEPT NO. 8 Values & Attitude ORIENTATION Art reflects values and attitudes		Integrated with: SUBJECT Art TOPIC/UNIT Design - 2 & 3 Dimensional	
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Create a design according to their interpreted environmental values and use the design in a creation from one of several different media.	In-Class: I. Student-Centered in class activity A. Students will design clay medallions that they feel reflect the best possible values and attitudes toward the environment. This can be approached by having them choose one particular factor involved, such as: Cultural, economic, social and political factors, and design the medallion to fit one area alone. Design can then be incorporated in use of various media.	Outside or Community: II. Outside Resource and Community Activities A. Students should try to find examples of clothes, speech manners, arm bands and patches which are designs reflecting values and attitudes.	
Affective: Demonstrate awareness of the use of design to communicate mans' values and attitudes by identifying the value and attitude communicated by another person's design.			
Skills Used: Layout Planning Design Color Use of media: Depending on choice (cont.)			

SUGGESTED RESOURCES

Publications:

"Environment: Children explore their school, their community, their values", C.E. Knapp, Instructor, 81:62-4 Jan. '62 Feb. '72

CONTINUED OR ADDED LEARNING ACTIVITIES

Skills Used: (cont.)

Possibilities: Clay, painting, stitchery, batik

Audio-Visual:

Community:

Environmental:		Integrated with:	
CONCEPT NO.	8 Values and Attitudes	SUBJECT	Art
ORIENTATION	Art reflects Values & Attitudes	TOPIC/UNIT	Cartooning
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Apply cartooning criteria & techniques in making a unique statement concerning his values of the need for a better environment.	In-Class:	Outside or Community:	
	I. Student-Centered in Class A. activity 1. Cartooning 2. Find & show cartoons from newspapers. 3. Study and analyze characters and characteristics of political and non-political cartoons. 4. Students should contrive their own cartoons depicting their values and attitudes. These should deal with their immediate environment or... a possible alternative may deal with the world outside of their own immediate environment.	II. Outside Resource and Community Activities A. Students could collect a number of political cartoons from newspapers, and non-political cartoons. B. Arrange for community display of cartoons.	
Affective: Alert to cartooning as a serious communicative art for value formation by identifying several in the news media and predicting the value illustrated.			
Skills Used: Elements of cartooning			

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

"Environment: Children explore their school, their community, their values." C.E. Knapp, Instructor, 81:62-4, Jan. '62 F. '72

Audio-Visual:

Creating Cartoons
Bailey Films
6509 De Longpre Ave.
Hollywood, Calif. 90028

Community:

Ask local newspaper cartoonist (if there is one) to speak to the class.

Environmental:

Integrated with:

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CONCEPT NO. 9 Management

SUBJECT Art

ORIENTATION Adjusting to environment through art

TOPIC/UNIT Drawing - Design/Sculpture

BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Design a house according to geographic requirements and information available to the students.	In-Class: I. Student-Centered in class activity A. The geography of the land where we choose to build determines the construction of the building in which we live. B. After your Social Studies session the student will choose an unusual site e.g. a hill, the side of a mountain, the sea, and design a house or building to fit it. (See Outside Resources and Community Activities).	Outside or Community: II. Outside Resource and Community Activities A. Have your Social Studies teacher come in to explain how different areas of the world require different types of dwellings to suit their geographic location. B. View drawings and photos that illustrate how buildings have been built to accommodate various problems. C. Invite an architect to explain some examples that required planning for geographic requirements, can be his plans or another's. Discuss how effects of weather would fit it. D.
Affective: Attempts to determine the characteristics of a house constructed around predetermined conditions.	C. Depending upon material availability, this may be done either as a 2-dimensional drawing project or the structure can actually be constructed in miniature using materials available.	
Skills Used: Drawing Construction or sculpture using various media observation.	(cont.)	

SUGGESTED RESOURCES

Publications:

Our Man Made Environment, Book
Seven, ICE-RMC
Space, A Study in Human
Adaptation
Introduction to Environment,
ICE-RMC

Audio—Visual:

Man in His Environment, KT 4,
ICE-RMC

CONTINUED OR ADDED LEARNING ACTIVITIES

In-Class: (cont.)

- D. If possible use Our Man Made Environment, ICE-RMC
- E. Play Man in His Environment, game, ICE-RMC.

Community:

Environmental:

CONCEPT NO. 9 Management

Integrated with:

SUBJECT Art

ORIENTATION Adjusting to environment through art.

TOPIC/UNIT Design

BEHAVIORAL OBJECTIVES

Cognitive:
Devise a new environment from existing materials.

STUDENT-CENTERED LEARNING ACTIVITIES

In-Class:

Outside or Community.

I. Student-Centered in Class activity
A. Classroom

II. Outside Resource and Community Activities
Design and Decorating
magazines. Catalogs from
Art supply & school furniture supply outlets.

1. Look at the way life and work are organized.
2. Discuss:
Is the room organized to create the best possible environment for the work being done?

Affective:

Actively participate in manipulating the classroom environment.

B. Change the Environment

1. Begin by planning a new way of using the space.
2. Try to make the environment more enjoyable.
3. Create new uses for the furniture and materials in the class, or design an appropriate way of organizing storing or distributing materials.

Skills Used:
Observation
Planning
Design-Drawing
Discussion-Critique

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

110 Gi-Community Planning
Handbook, ICE-RMC

In-Class: (cont.)

- C. Design a specific environment from "Scratch"
Have students plan a room to fit a specific need (i.e.
a metals or ceramics room)
They must take into consideration such things as
storage, seating, equipment needed, display area and
where things should be located in room.

Audio-Visual:

Community:

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Environmental:

Integrated with:

CONCEPT NO. 10 Economic Planning

SUBJECT Art

ORIENTATION Arts effect on environmental gains and losses

TOPIC/UNIT Clothing Design

BEHAVIORAL OBJECTIVES

STUDENT-CENTERED LEARNING ACTIVITIES

Cognitive:

Construct a "new-fangled" garment of recycled materials.

In-Class:

I. Student-Centered in class

Outside or Community.

A. Student activity

1. Fur Trapping

Discuss design - many designs come from nature. Ex. alligator skin.

Discuss how animals become extinct due to people using them for making a fast buck, not thinking about environment loss because of this rapid depletion of supply.

a. What animals are becoming extinct? Why?

b. Why is their fur or hide helping their extinction?

B.

Redesign Garments Using junk or article for recycling, (instead of article from nature that has already been over used mink, furs, leather skins), create a new style of clothing Ex. A pop-top vest.

Affective:

Accept the idea that there is a need to conserve our natural resources so that others after him will also be able to enjoy them.

Promote the idea the recycled materials can be used to make many objects, and that these objects are just as sturdy, etc. as ones made of "new materials."

Skills Used:

Clothing design
Solve problems
Construction

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

76

Publications:

"Recreating the Mediocre & the Discard", B. Stubbins, 11.
School Arts, 70:11, March '71
 "Design Through Discovery", Uses natural sources as basis of design, Belvin, Marjorie Elliot
 "Creative Use of Scrap Materials," R.G. Lervie, School Arts, 69:11 Feb. 70

Audio-Visual:

Community:

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Environmental:

Integrated with:

CONCEPT NO. 10 Economic Planning

SUBJECT Art

ORIENTATION Arts effects on environmental gains and losses

TOPIC/UNIT Sketching vs Drawing

BEHAVIORAL OBJECTIVES

STUDENT-CENTERED LEARNING ACTIVITIES

In-Class:

Outside or Community.

Cognitive:
The student differentiates between the results of a sketch, and a picture or drawing painstakingly made.

I. Student-Centered in class activity
A. Talk about hurried art projects. Discuss pros and cons of doing a project hurriedly with poor results or slowly with satisfying results.

B. Sketch vs drawing

1. Students should do a sketch of what their finished drawing would be. Use same color, size, and shapes, but limit them to a very short time. Students should do final drawing taking time and patience.

Affective:
Value patience and planning in a successful drawing just as it is for successful environmental management.

3. Critique the end products. Compare the two works and discuss benefits, of using more time Did it produce better, more satisfying results?

Skills Used:
Students should learn techniques of working with chalk or pastels in sketching and drawing.

a. Sample Questions

(cont.)

SUGGESTED RESOURCES

Publications:

In Quest of Cleaner Air & Water,
ICE-RMC
Acrylics in the Classroom, J.T.
Brandstader, il, School Arts, 68:
28-9, April 1969
Painting, Zaidenberg, Arthur.
(practical instruction in various
media)

CONTINUED OR ADDED LEARNING ACTIVITIES

In-Class; (cont.)

1. Which show less wasteful use of materials?
2. Which shows more concern of the artist for a successful result?

Audio-Visual:

Ecology - The Game of Man and
Nature, ICE-RMC
Smog - The Air Pollution Game,
ICE-RMC
Conservation; a picture discussion
kit, seven pictures, ICE-RMC
Where Time is a River, color
film, 18 minutes, Brown County
Library
What Is A Painting, color film,
22 minutes, Brown County Library

Community:

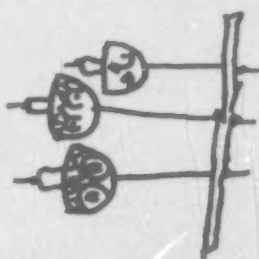
Environmental:

CONCEPT NO. 11 Individual Acts

Integrated with: SUBJECT Art

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ORIENTATION Art Repeated alters the environment TOPIC/UNIT Clay/mobiles & chimes

BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Apply the principle of combining individual parts to make a whole in an appropriate project.	Affective: Accept the responsibility of individual work to develop the whole by doing his share of the tasks required.	In-Class:	Outside or Community:
		I. Student-Centered in class activity A. Thrown clay pieces or tiles can be combined as mobiles or hanging pieces. (Wind Chimes) 	II. Outside Resource and Community Activities Test the Wind Chimes outside. Arrange to have the chimes display at a bank, store etc.
Skills Used: Balance Clay work Mobile Construction	At which point would the mobile/wind chime become impractical? (Can also be related to Concept #3.) (The eventual production of sound caused by the clay pieces progressing to the point of being a Wind Chime, or the change in amount of space taken up by adding of clay pieces alters the environment by compounded individual acts)		

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SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

"Balance on a Shoestring", O.C. Locke, Arts & Activities, p. 14-16, June '70
 "Skylight Mobiles", W.D. Ehlers, Arts & Activities, p. 20-21, Jan. '71
 "Clay is Fun", R.A. Yoder, School Arts, p. 20-1, Oct. '71

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Audio-Visual:

Make a Mobile, B.F.A. BAVI

Community:

Environmental:		Integrated with:	
CONCEPT NO.	11 Individual Acts	SUBJECT	Art
ORIENTATION	Art Repeated alters the environment		
TOPIC/UNIT		Wire Sculpture	
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Through this project, the students integrate the results of individual sculptures into a group plan.		In-Class:	Outside or Community:
Affective: Accept responsibility of individual work to develop the whole by doing his share of the work required.		I. Student - Centered in class activity A. Each student does one simple human anatomy wire sculpture (no action poses are necessary). In groups of 5 or 6, students create scenes and settings for their sculptured figures. Students then critique end projects.	
Demonstrate the integration of individuals' sculptures into a coordinated group plan, using the principles of coordinating art work.			
Skills Used: Wire sculptures Group planning and cooperation			

SUGGESTED RESOURCES

Publications:

"Making it in 3-D", E. Stein,
School Arts, 71:10-13 0 '71
 "Cityscapes in 3-D", M.B.
 Bowman, Arts & Activities,
 p. 36-37, June '71
 "Cardboard City", Mixed Media
 R.R. Guthrie, 11, School Arts,
 68:24-25 N. '68
 "Create Creativity, Designing a
 Victorian House using Balsa
 Wood", R. Guthrie, School Arts,
 p. 28-30, Sept. '71

Audio-Visual:

Introduction to Sculpture Methods,
 B.F.A. BAVI

CONTINUED OR ADDED LEARNING ACTIVITIES

Community:

Environmental:

Integrated with:

CONCEPT NO. 11 Individual Acts

SUBJECT Art

ORIENTATION Art Repeated alters the environment

TOPIC/UNIT Appreciation

BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Evaluate the works of artists as being effective as an instrument of change in our present and past societies. Compare the effectiveness of works of artists as being effective as an instrument of change.	In-Class: I. Student-Centered in class activity A. Art history unit - "Individual Acts Bringing About Change in Design". 1. Bauhaus School has influenced design of furniture, clothing, etc. 2. Trace the influence of designs created at the Bauhaus School on designs used for everyday products. e.g. Furniture, dishes, silverware 3. Discuss artist who also made visual comments of a nature, or political nature, or Socially critical nature. Examples: a. Picasso - "Guernica" b. Warhol - Campbell's Soup Cans.	Outside or Community: II. Outside Resource and Community Activities A. Library-Research in art history. B. Visit an Art Museum to observe works of artists. C. Slides	
Affective: Research the effect of modern day artists on the shaping of a favorable public opinion toward environmental betterment.			
Skills Used: Research Discussion Identification of painting			

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Audio-Visual:

Design in Movement - Film
Man and His Environment #1 Carous-
al Slide/Tape ICE-RMC Kit 34
A World Is Born - Film 220
ICE-RMC

Community:

Environmental:		Integrated with:	
CONCEPT NO.	11 Individual Acts	SUBJECT	Art
ORIENTATION	Alterations	TOPIC/UNIT	Still Life
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive:	Through this project, the student integrates a variety of objects to continually change the whole.	In-Class:	Outside or Community:
	Construct an object from materials which people normally throw away, illustrating the fact that many items that are thrown away are usable, and therefore, considerable (cont.)	I. Student-Centered in class activity A. Develop a permanent still life during the course of the semester. Each student brings a few things so that during the semester the display grows and changes as it becomes continually more complex.	II. Outside Resource and Community Activities. Student could organize a group of "Garbage pickers" to check for possible still life objects in the things people throw away.
Affective:	Rejects the ideas that our culture is responsible for the decrease in environmental quality and this can not be changed.	1. Students can re-organize objects to make a statement about our society. Draw. 2. Students can take out all of the ugly objects and leave the beautiful or vice-versa and draw. 3. Students can organize into balanced and unbalanced compositions.	
Skills Used:	Composition Techniques of showing light effects on objects Proportion Arranging a still life		

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SUGGESTED RESOURCES

Publications:

Audio-Visual:
Man and His Environment, Kit 34
#2 Slide/Tape, ICE-RMC
"Environmental Awareness - Texture",
kt 16, ICE-RMC

Community:

CONTINUED OR ADDED LEARNING ACTIVITIES

Cognitive: (cont.)

waste occurs through our cultural habits and values.

Environmental:

Integrated with:

CONCEPT NO. 12 Stewardship

SUBJECT Art

ORIENTATION Art promotes stewardship

TOPIC/UNIT Design - Buildings

BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Design and construct a scale "Village of the Future" that incorporates: a. Appropriate land use b. Proper distribution of population c. Respect for privacy and rights of individuals	In-Class: Student-Centered in class activity. A. Designs for living - Have students research: 1. Frank Lloyd Wright, Architect 2. Expo '67 Habitatat 3. Buckminsiter Fuller, architect of Geodesic Domes 4. Paolo Soleri, design of megacities 5. Philip Johnson, Glass House 6. Pieree L'Enfant, designed Washington D.C. 7. Constantino SA Doxiadis, City Planner Teacher could also show slides of the work of the above people, and discuss properties of stewardship shown in the designs and ideas.	Outside or Community: II. Outside Resource and Community Activities A. Expo '74 Man. and his Environment	
Affective: Accept stewardship as an important element to consider in designing buildings for public and private use.			
Skills Used:	 B. Expandable House 1. Students should design a house to expand for the future. 2. They should consider land use, space, popu-		

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(cont.)

SUGGESTED RESOURCES

Publications:

"Create Creativity, Designing a Victorian House using Balsa Wood", R. Guthrie, School Arts, p. 28-30, Sept. '71

Jenck, Charles & Boerd, George, Meaning of Architecture, Kapron, Alan, Assemblage, Environments & Happenings

Halje, Gerd & Ursala, Design for Modern Living

"Box Sculpture", D. Hills, Arts and Activities, p. 42, May '70

"Making it in 3-1", E. Stein, (cont.)

Audio-Visual:

Man and His Environment, Series #2, Slide/Tape ICE-RMC Kit 34

Art in Ancient Lands Series includes

"Art in Ancient Rome"

"Art in Ancient Greece"

"Art in Ancient Egypt"

"Art in the Ancient Near East"

IMCO Scott Education Division

Community:

CONTINUED OR ADDED LEARNING ACTIVITIES

In-Class: (cont.)

- lation and their neighbors.
3. They could then actually build this house out of cardboard, wood, shoe boxes, balsa,
- C. History
 1. Through the stories told by art of the past, discover whether or not civilizations of the past Roman, Egyptian, Indian - were good stewards.
 2. View "Art in Ancient Lands" Series.
 3. How did they feel about the land?
 4. The rights of others?

Publications: (cont.)

School Arts, 71:10-13 0 '71

"City's Visual sickness - art as a means of experiencing the environment", P.K. Scholl, School Arts, 71:6-7 April '72

"The Italian in Design"

Gabriela, Druki, 44-45, June '72 Craft Horizons

"Our Man-Made Environment", ICE-RMC

"A Study in Environment" Ceano Nalle, School Arts, April '72, p. 26